**Honeoye Smart Schools Investment Plan (SSIP) Overview- Final Plan**

What is the estimate of the total number of students and staff that will benefit from this Smart Schools Investment Plan based on the cumulative projects submitted to date.

729 students and staff

District's total Allocation of Smart Schools Bond Act funds:  $686,346

Budget Sub-allocations by category that you are submitting for approval at this time.

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|---|---|
| School connectivity | $110,830 |
| Connectivity Projects for Communities | NA |
| Classroom Technology | $308,900 |
| Pre-Kindergarten Classrooms | NA |
| Replace Transportable Classrooms | NA |
| High-Tech Security Features | NA |
| Unallocated Funds | $266,616 |

Timeline
- The district developed and the school board approved a preliminary Smart Schools Investment Plan
- The preliminary plan was posted on the district website for at least 30 days.  The district included an address to which any written comments on the plan should be sent.
- The school board conducted a public hearing that enabled stakeholders to respond to the preliminary plan.  This hearing may have occurred as part of a normal Board meeting, but adequate notice of the event was provided through local media and the district website for at least 2 weeks prior to the meeting.
- The district prepared a final plan for school board approval and such plan has been approved by the school board.

School connectivity

The district is upgrading our network core to 10GB and replacing 8 managed switches that have reached their end of life.

The district plans to use digital connectivity and technology to improve teaching and learning by:
- Fostering collaboration between students and between students and teachers.
- Encouraging and supporting project based learning.
- Developing digital literacy skills for all students and staff.
- Providing teachers with the tools to project documents, websites, software and other instructional materials in the classroom to support student learning.
- Ensuring college and career readiness by teaching our students about the cloud, managing files in the cloud, data security, and online safety.
- Providing secondary students with access to online learning environments to supplement their course of study.

By ensuring we are meeting and maintaining industry standards, as well as FCC requirements for connectivity, our students and staff will have access to robust wireless connections that support the seamless integration of instruction, learning, and technology.

The district currently meets this standard, we have 200 Mbps for our 631 students.

The technology staff monitors the bandwidth usage in the district by taking random snapshots using graphical analysis monitoring tools at different times during the day. The technology staff also conducts periodic upload and download speed tests to ensure the fiber and wireless are

performing at their industry standard prescribed rates.  Currently, we average less than half of our allotment of bandwidth.

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|---|---|
| network/access costs | |
| outside plant costs | |
| school internal connections and components | $110,830 |
| professional services | |
| testing | |
| other upfront costs | |
| other costs | |

Other costs

The sub-allocations on this table must equal the Total allocation for this category in the overall SSIP budget.

Classroom Learning Technology

1. As a precondition to any purchase of devices using a Smart Schools allocation, a district must increase the number of school buildings that meet or exceed the Federal Communications Commission minimum speed standard of 100 Mbps per 1,000 students. Please describe how your district already meets or is planning to meet this standard within 12 months of plan submission.

The district currently meets this standard, we have 200 Mbps for our 631 students.

2. If the district wishes to have students and staff access the Internet from wireless devices within the school building, or in close proximity to it, it must first ensure that it has a robust WiFi network in place that has sufficient bandwidth to meet user demand. Please describe how you have quantified this demand and how you plan to meet this demand.

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3. All New York State Public School districts are required to complete and submit an Instructional Technology Plan survey to the New York State Education Department in compliance with Section 753 of the Education Law and per Part 100.12 of the Commissioner's Regulations. Districts that include educational technology purchases as part of their Smart Schools Investment Plan must have a submitted and approved Instructional Technology Plan survey on file with the New York State Education Department.

The district plan was submitted and the district received email approval on 9/25/2015. The official letter was received 11/6/2015.

4. Describe the devices you intend to purchase and their compatibility with existing or planned platforms or systems.

The major initiative is a 1:1 digital learning program for the secondary school. For this initiative the district will be providing Chromebooks to each student in grades 6-12. Honeoye CSD is a Google Apps for Education (GAFE) district. Students and staff have been using GAFE for the last three years. Since implementing GAFE there has been ongoing professional development. Several teachers have been modeling the use of GAFE, including Google Classroom, for their peers. Teachers have also begun flipping their classrooms and are using the classroom time to engage the students with project based learning. For project based learning and flipped

instruction to be successful the students need access to technology. Currently, the availability schedule of a few laptop carts and a computer lab are driving the lesson plans of the teachers. We want to reverse this so that the use of technology is driven by the lesson plan without concern about the availability of the necessary technology. Students will already have daily individual access to technology.

As we are a K-12 staff contained in one building, currently all four of our laptop carts are shared among all grade levels.  Due to recent cuts in the district's technology budget over the last two years, the district is  behind in the laptop cart replacement cycle.  A small portion of the smart school money will be used to replace the laptop carts with Chromebooks and these will be dedicated specifically to the Elementary portion of the building.

As part of our career and college readiness preparation, the district will purchase equipment to support 3D and laser printing in the Secondary technology classes.  Learning to design for and use a 3D printer and a laser printer is a skill for the students in these classes.  Teachers will be able to make requests to the technology  class to create objects to enhance their curriculum such as replicas of historical artifacts or provide multidimensional  scientific models.  The district will also purchase Raspberry Pi2 kits and a variety of sensors to support our High School technology curriculum which is looking to enrich the engineering aspects of the courses.

Because of state aid reductions and Gap Elimination Adjustments, the district technology budget has endured several rounds of budget cuts. This has substantially impacted our replacement cycle for both the laptop carts and the laptops we provide teachers.  In order to get us back on our replacement cycle, a small portion of the district's Smart Schools money will be used to replace the laptops we provide our teachers.

5. Describe how the proposed technology purchases will:
   a. enhance differentiated instruction
   b. expand student learning inside and outside the classroom
   c. benefit students with disabilities and English language learners; and
   d. contribute to the reduction of other learning gaps that have been identified in the school district.
   The expectation is that districts will place a priority on addressing the needs of students who struggle to succeed in a rigorous curriculum.  Responses in this section should specifically address this concern and align with the district's Instructional Technology Plan (in particular Section E, Question 2, and Section E Question 3).

As part of a universal design approach to differentiated instruction, and supporting students with disabilities, students and staff make use of the variety of assistive technology tools that are developed for use with Google Chrome and Google Apps for Education.  These include speech-to-text and text-to-speech applications, the ability to enlarge print, simplify web pages, word prediction support, and access to word processing.  These tools provide our students with the ability to fully participate in classroom learning activities.  As needed, students are provided

with audio versions of books on iPods.  Having one Chromebook per student makes providing access to all of these tools, as they are needed, efficient and seamless. We have been piloting all of these tools last year and this year on a small scale basis and we know these tools are effective at improving student learning.

Despite the small size of the district, students have access to a variety of college credit bearing courses.  However, there are students that may want access to additional courses that the district cannot provide. By providing students with their own Chromebook, it eliminates one barrier to providing access to an online course should the student want to take one of these courses.

6. Where appropriate, briefly describe how the proposed technology purchases will enhance ongoing communication with parents and other stakeholders and help the district facility technology-based regional partnerships, including distance learning and other efforts.

Currently our sixth grade team collaborates with two other districts.  They share flipped classroom videos and lesson plans and the students collaborate with each other on learning projects through the use of Google applications.  This serves as a model for how our district teachers can collaborate regionally.  As a small rural district, these types of partnerships are invaluable, especially to our secondary teachers that are often the only teacher of a particular course or subject area.

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7. Describe the district's plan to provide professional development to ensure that administrators, teachers and staff can employ the technology purchased to enhance instruction successfully.  This should be aligned with Section F, Question 1 of the district's Instructional Technology Plan.

With advances in current technology, professional development can happen in many different formats.  The district encourages staff to build personal learning networks and include a variety of professional development formats as part of their personal professional development plan. The goal of all district sponsored professional development is to create training opportunities that are easily accessible, develop a common language among users regarding technology lexicon, and promote the integration of technology into rich and rewarding learning experiences

for our students.  The focus of our professional development has been and will continue to be focused on these key areas:

- re-thinking how teachers use classroom instructional time
- using Google Apps for Education and the many associated tools to create collaborative learning experiences
- rethinking how students demonstrate their learning
- using technology to support all learners in the classroom using principles of Universal Design

In addition to our district sponsored professional development teachers attend professional development at the Wayne -Finger Lakes Teacher Center, Wayne-Finger Lakes BOCES, NYSCATE, and at other area BOCES. By leveraging digital technology, staff also make use of professional webinars and social media for professional development.

8. District's must contact the SUNY/CUNY teacher preparation program that supplies the largest number of the district's new teachers to request advice on innovative uses and best practices at the intersection of pedagogy and educational technology.

This was held on October 30, 2015.  Information from that meeting has been incorporated into our professional development for teachers.

9. NA - No non-public schools within our district

10. To ensure the sustainability of technology purchases made with Smart Schools funds, districts must demonstrate a long-term plan to maintain and replace technology purchases supported by Smart Schools Bond Act funds.  This sustainability plan shall demonstrate a district's capacity to support recurring costs of use that are ineligible for Smart Schools Bond Act funding such as device maintenance, technical support, Internet and wireless fees, maintenance of hotspots, staff professional development, building maintenance and the replacement of incidental items.  Further, such as sustainability plan shall include a long-term plan for the replacement of purchased devices and equipment at the end of their useful life with other funding sources.

The district maintains an extensive master replacement plan for all areas of technology and this replacement plan was used in developing this plan. In developing the district's SSIP we looked at how to best leverage state-aided hardware funds, BOCES aid on technology purchases, and tried to maintain a consistent overall technology budget supported by district funds.  Because of the Gap Elimination Adjustment and cuts to foundation aid, the district had to make budgetary reductions to the technology budget for the last two years. This has negatively impacted the district's master replacement cycle.  By using some Smart Schools money to get us back on our replacement cycle timeline, the district will able to use district funds to support our replacement cycle in the future.

The district supply budget for technology will be increased to account for additional Chromebook monitoring software.   The technology budget already provides funds for technology related professional development.

11. Districts must ensure that devices purchased with Smart Schools Bond funds will be distributed, prepared for use, maintained and supported appropriately.  Districts must maintain detailed device inventories in accordance with generally accepted accounting principles.

All devices are tagged and inventoried when received by the district. The district uses a commercial software product for managing all technology equipment.  It is connected with our help desk ticket system.   Packing slips are kept with a copy of the district PO.   In addition, staff members that have mobile technology assigned to them must sign a tracking sheet with the device's serial number and inventory tag.  As mobile technology is assigned to students, parents and students will be required to sign for the specific device.  All mobile devices are checked-in and reviewed at the end of every school year.

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| Interactive whiteboards | |
| computer servers | |
| desktop computers | $7,000 |
| laptop computers | $256,900 |
| tablet computers | |
| other costs | $45,000 |

Specify what is included under other costs:
additional charging carts for the chromebooks
3D printer, laser printer, & Raspberry Pi2 Kits